



Holy Trinity International School

Prep School Curriculum Policy 2011 – 2012

Introduction

The curriculum policy at Holy Trinity International School relates directly to the School's Mission Statement.

Guiding principles

Pupils are at the heart of the educational process and should be encouraged to participate fully in the life of the school. All pupils regardless of age, gender, ability and background should experience personal fulfilment through the curriculum. Thus our curriculum is guided by the following aims and principles:

- The need for breadth and balance
- The need for flexibility and choice
- The need for coherence and progression
- The need to provide opportunities for all pupils to learn and achieve
- The need to prepare pupils for the opportunities and the responsibilities of adult life
- The recognition that the curriculum must be continuously evolving, forward looking and under constant review

Curriculum design

In designing the curriculum the following are taken into account:

- The school ethos, values and aims
 - Curriculum priorities [both statutory and "in house"]
 - Curriculum enrichment
 - Packaging and labelling of the curriculum
 - Inclusion and differentiation
 - Cost implications [especially staffing]
1. Our emphasis is on providing a rounded education with excellence as our priority, not only in academic standards, but also in the whole range of curricular and extracurricular work. We aim to provide an extended and enriched curriculum through the timetabled curriculum and a wide range of activities offered outside normal school.
 2. At KS1 and KS2 the majority of the curriculum is delivered in separate subject lessons, with PSHE topics discussed through the curriculum, in assemblies, form periods and circle time.

3. Teachers cater for individual pupils' interests and capabilities through differentiated activities and targeted support in timetabled lessons and other periods during the day.
4. To aid the transition between KS2 and KS3 there is a programme of liaison meetings between KS2 and KS3 teachers. In addition there is a bridging course based on the KS3 programmes of study which begins after the Year 6 SATs in May.

Timetabling the curriculum

The curriculum at KS1 and KS2 is based on 25 x 55 minute periods per week and 5 x 35 minute periods per week (for KS2).

Subjects	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	5	5	5	5	4	4
Mathematics	5	5	5	5	5	5
Science	2	2	2	2	2	2
ICT	1	1	1	1	1	1
Spanish	1	1	1	1	1	1
French	1	1	1	1	1	1
History	1	1	1	1	1	1
Geography	1	1	1	1	1	1
Music	1	1	1	1	1	1
Art	2	2	1	1	1	1
Dance	1	1				
PE	1	1	2	2	2	2
Swimming	1	1	1	1	1	1
RE	1	1	1	1	1	1
Home Economics					1	1
Enrichment	1	1	2	2	2	2
Total	25	25	25	25	25	25

In KS2, period 4 is structured in the following manner:

	3	4	5	6
Monday	Physical activity	Physical activity	Physical activity	Physical activity
Tuesday	Gym	Library / Mathletics	Library / Mathletics	Literacy games / spellings
Wednesday	Choir	Choir	Choir	Choir
Thursday	Form time	Form time	Form time	Form time
Friday	Learning Log	Learning Log	Learning Log	Learning Log

Curriculum Content

Key Stage 1 & 2

- All subjects are taught in mixed ability groups.
- In Years 5 & 6 Art and Home Economics are put on a half termly carousel.
- All students follow an ICT programme.
- MFL- French and Spanish are taught from Reception through to Year 6.

The Enrichment Curriculum

- In KS1, enrichment groups remain with a class teacher for at least the first term. In KS2 the pupils are mixed and changed half termly. For both KS1 and KS2 there is a different theme each half term.
- The themes are:
 - Who we are
 - Where we are in place and time
 - How we express ourselves
 - How the world works
 - How we organise ourselves
 - Sharing the planet

Other curriculum areas

- All pupils attend 2 periods of physical activity (games / dance).
- All pupils have 1 swimming lesson each week.
- For KS2 pupils there is additional period of physical activity (period 4 – 35 minutes).
- There are many opportunities for pupils to attend extra curricular clubs (both physical and non-physical nature).

Provision for Gifted and talented” pupils

“Gifted and talented” pupils are provided for through:

- Differentiated learning
- Enrichment groups
- Art / Home Economics groups
- Selected activities / trips throughout the year
- Extra curricular clubs

Monitoring and Evaluation of the curriculum

Monitoring and evaluation of the curriculum is measured against a range of indicators which include:

- Examination results
- Internal assessments

- Departmental reports
- Pupil surveys
- Parental feedback
- Curriculum reviews and audits take place annually

Related Policies and Documents

Equal Opportunities Policy
Curriculum and Learning Support policy
Teaching and learning policy
Assessment For Learning Policy
Extra Curricular Policy
Every Child Matters Policy
School Aims and Mission Statement